

COMMISSION ON TEACHER CREDENTIALING

1812 9TH STREET

SACRAMENTO, CA 94244-2700

(916) 445-0184



OFFICE OF THE EXECUTIVE SECRETARY

86-871001

April 7, 1987

TO: All Individuals and Groups Interested in the Activities
of the Commission on Teacher Credentialing

FROM: *Richard Mastain*
Richard K. Mastain, Executive Secretary

SUBJECT: Proposed Title 5 Regulations for the Approval of Pupil
Personnel Services Programs of Preparation

In accordance with Commission policy, proposed Title 5 Regulations, Sections 80622, 80622.1, 80622.2, 80622.3, 80622.4 and 80622.5, are being distributed prior to public hearing. The public hearing is scheduled as follows:

June 4, 1987
1:30 pm
The Clarion Hotel
16th and H Streets
Sacramento, California 95814

PROPOSED ACTION

The Commission on Teacher Credentialing proposes to adopt regulations to be added to Title 5, California Administrative Code, as Sections 80622, 80622.1, 80622.2, 80622.3, 80622.4, and 80622.5. This action is taken under the authority granted by Education Code Section 44225(b) to fulfill the Commission's obligation to develop and promulgate standards and procedures as provided by subdivision (a), 44226 and 44227, of Article 4, Chapter 2, Teacher Preparation and Licensing Law of 1970, pertaining to Commission approval of programs of specialized and professional preparation, including supervised field experience for Pupil Personnel Services Credentials.

SUBMISSION OF WRITTEN COMMENT

Any interested person may submit written comments to the Commission's staff offices at 1812 9th Street, Sacramento, California 94244-2700, by June 3, 1987. Any written comments received by the earlier Commission agenda cut-off date of May 14, 1987, will be reproduced by the Commission's staff for each Commissioner as a courtesy to the person submitting the comments and will be included in the written agenda prepared for, and presented to, the full Commission on June 4, 1987 at the public hearing notice above.

PRESENTATION OF WRITTEN COMMENTS AND ORAL TESTIMONY AT PUBLIC HEARING

Any interested person may present oral comments to the Commission at the time and place scheduled for the public hearing on the proposed amended regulation. Any person wishing to submit written comments at that time and place may do so. In order for all Commissioners and staff to have the immediate opportunity to review written comments submitted at the hearing, it is requested but not required that persons submitting such comments provide twenty-five copies. All written statements submitted at the hearing will, however, be given full consideration pursuant to Government Code Section 11346.8(a) regardless of the number of copies submitted. Comments submitted in writing must be received prior to the close of the public hearing on June 4, 1987, pursuant to Government Code Section 11346.5(a)(8) in order for them to be considered.

Please feel free to duplicate and distribute these proposed Title 5 Regulations to anyone you believe might be interested in responding. If you wish to make a presentation regarding the above to the Commission, please bring 30 copies of your material for distribution to the Commissioners and staff. If you can provide your statement to the Commission office fifteen days prior to the public hearing, sufficient copies of the material will be duplicated and distributed for Commission and staff use. We would also appreciate a call to the Commission office if you plan to make a presentation or submit a statement regarding the proposed Title 5 Regulations, you can reply on the Response Form found on the last page. This response must be received at the Commission office by May 14, 1987, in order to allow staff time to prepare it for Commission review.

CHANGES IN THE PROPOSED REGULATION

Where the Commission substantially modifies the text of the proposed regulation and where such modification is sufficiently related to the text made available to the public, so that the public was adequately placed on notice, that the Commission might adopt the modified version; the full text of the modified version of the proposed regulation will be made available for at least 15 days at the Commission's offices at 1812 9th Street, Sacramento, California 94244-2700 prior to the date on which the Commission formally adopts or amends such proposed regulations, pursuant to Government Code Section 11346.8(c).

INITIAL STATEMENT OF REASONS REFERENCE

An initial statement of reasons for adopting these regulations has been prepared by the Teacher Credentialing Commission staff. The statement includes the specific purpose of each regulatory interpretation, requirement or prohibition and the factual basis for determining that each regulatory interpretation, requirement or prohibition is necessary. This statement is available, on request.

COMMISSION ON TEACHER CREDENTIALING
ADDITION TO TITLE 5 REGULATIONS
CALIFORNIA ADMINISTRATIVE CODE

PROPOSED

Chapter 2:5 5. Validation of Service Without a Credential and
Approved Programs of Professional Preparation.

SECTION
80622.

PROGRAMS PROVIDING PROFESSIONAL AND SPECIALIZED
PREPARATION FOR THE SERVICES CREDENTIAL WITH A
SPECIALIZATION IN PUPIL PERSONNEL SERVICES: GENERAL
REQUIREMENTS.

- (a) It is the intent of the Commission on Teacher Credentialing that the following statements shall be considered in program design:
- (1) While candidates for Pupil Personnel Services Credentials will acquire both common and unique knowledges and skills in their chosen area of specialization, the principal emphasis of every preparation program shall be to establish the concept that helping each pupil to be successful in school is the ultimate aim of the services of all certificated school personnel. It is the intent of the Commission that in order to meet the scholastic needs of school pupils with a diverse range of needs, abilities and expectations, deans and faculty of institutions of higher education, in designing programs of preparation for all pupil personnel services (PPS) professionals, shall give particular emphasis to academic advising. Preparation shall include extensive, in-depth and specialized knowledge and field experiences covering concepts and methods of effective advising, counseling and guidance pursuant to subsections 80622.2(b), 80622.3(b), 80622.4(b), and 80622.5(b). In planning such professional preparation to meet the needs of pupils program developers shall be mindful that needs of pupils occur in several human developmental categories: intellectual, emotional, physical and social.
- (2) All approved programs shall give emphasis to interdisciplinary cooperation, support, and mutual understanding as essential elements in improving the school's services to pupils. The collegial and interdependent nature of the several pupil personnel services provided in sections 80622.2, 80622.3, 80622.4, and 80622.5 shall be emphasized during the preparation program while the knowledges and skills unique to each specialization are presented in a challenging context.

(b) The Commission shall approve an educational program intended to prepare candidates for the Services Credential with a Specialization in Pupil Personnel Services if an application filed by an accredited institution of higher education provides the following assurances and information:

- (1) That the institution of higher education has been accredited by a regional accrediting commission or association which has been approved by the Council on Postsecondary Accreditation and by the United States Education Department;
- (2) That the institution has a curriculum that meets the requirements of (A) and one or more of (B), (C), or (D), as specified below. In addition, an institution may offer the curriculum that meets the requirements of (E).

(A) Programs approved as preparation in pupil personnel services shall give primary emphasis to helping public school pupils to achieve academic success.

(B) Credit for successful completion of a program of study for the school counselor specialization as specified in Sections 80622.1 and 80622.2 shall be:

Equivalent to a minimum of 30 semester or 45 quarter units; or 450 classroom hours of postbaccalaureate study;

(C) Credit for successful completion of a program of study for the school social work specialization specified in Sections 80622.1 and 80622.3 shall be:

Equivalent to minimum of 45 semester units or 60 quarter units; or 675 classroom hours of postgraduate study.

(D) Credit for successful completion of a program of study for the school psychologist specialization specified in Sections 80622.1 and 80622.4 shall be:

Equivalent to a minimum of 60 semester units or 90 quarter units; or 900 classroom hours of postgraduate study.

(E) Credit for successful completion of a program of study for the added child welfare and attendance specialization specified in Sections 80622.1 and 80622.5 shall be:

(i) Equivalent to a minimum of 9 semester units or 13 quarter units; or 135 classroom hours of postgraduate study.

- (3) That a procedure has been established that provides a record for each candidate to designate and complete a course of study based on an area of specialization in pupil personnel services chosen by the candidate for credentialing purposes;
- (4) That the institution has a complete description of its candidate evaluation procedures which sets forth the institution's minimum objectives and verifiable standards of knowledge and skill that shall be demonstrated in courses and field experiences by each candidate in the areas of pupil personnel services selected by the candidate; and
- (5) That a procedure has been established in which the institution shall certify that the candidate has satisfied all legal requirements for the Pupil Personnel Services Credential as specified in Education Code 44266.

Authority: Education Code Section 44225(b).

Reference: Education Code Sections 44225(a), 44226, 44227, and 44266(a).

80622.1 GENERIC PROGRAMS OF INSTRUCTION IN BASIC PUPIL PERSONNEL SERVICES.

- (a) Programs approved by the Commission pursuant to this section shall provide opportunities for each candidate to demonstrate knowledge in each of the following areas of basic pupil personnel services:
 - (1) KNOWLEDGE OF TECHNIQUES FOR FACILITATING INDIVIDUAL GROWTH AND DEVELOPMENT TO ACHIEVE ACADEMIC SUCCESS, to include:
 - (A) Human growth and development, including:
 - (i) Normal and abnormal human growth and development.
 - (ii) Individual strengths and weaknesses affecting learning.
 - (iii) Effects of cultural, racial, life-style and sex-stereotyping.
 - (iv) Effects of family socio-economic status and life-style on pupil growth and development.
 - (B) Scope and degree of high school graduation requirements and curriculum standards.

- (C) Existing remedial, developmental and special programs available to pupils in the school and the community.
 - (D) Individual and group counseling techniques.
 - (E) Principles and methods to help pupils learn effective ways to plan and give direction to their own learning.
 - (F) The effect of the Pupil Personnel Services Credential holder's values and biases upon the manner in which he/she provides services to pupils who come from differing socio-economic, racial, social, ethnic, sex and linguistic backgrounds.
- (2) KNOWLEDGE OF HUMAN ASSESSMENT, to include:
- Assessment methods and theories related to emotional, intellectual and physical characteristics of typical and atypical pupils including limited English-proficient pupils, as these factors affect learning performance.
- (3) KNOWLEDGE OF PROBLEM PREVENTION AND EARLY INTERVENTION, to include:
- (A) Methods for early identification of pupils at risk of failing in school.
 - (B) Methods of working with school staff to prevent school failure of pupils with special physical, social, intellectual and emotional needs and to increase pupil success in school.
 - (C) Methods for effective conflict resolution.
- (4) KNOWLEDGE OF CONSULTATION SERVICES, to include:
- (A) Individual and team consultation processes.
 - (B) Pupil-advocacy processes.
 - (C) Principles and practices of effective classroom management.
 - (D) Principles and procedures of effective school discipline.
 - (E) Methods of initiating consultative relationships with and between teachers and other staff.

- (5) KNOWLEDGE OF PSYCHOLOGICAL EDUCATION, to include:
 - (A) Theories of learning and teaching.
 - (B) Strategies to infuse into the classroom concepts and principles of human relations and as contained in state-adopted frameworks.
- (6) KNOWLEDGE OF COORDINATION AND DEVELOPMENT OF SERVICES, to include:
 - (A) How school professions work together.
 - (B) Methods to increase services to pupils and other school personnel.
 - (C) Use of paraprofessionals and volunteers.
 - (D) Principles of supervision and program planning.
 - (E) Personal and programmatic factors affecting school climate.
 - (F) Methods on how to bring about change within the school.
 - (G) Methods to develop and maintain Staff morale.
- (7) KNOWLEDGE OF LEGAL ENABLEMENTS AND CONSTRAINTS, to include:
 - (A) Relevant laws pertaining to pupils in a school setting.
 - (B) Appropriate compliance procedures relating to pupil personnel services.
 - (C) Methods to keep informed regarding changing laws, regulations and procedures related to California public education.
 - (D) Culturally appropriate communication styles and counseling techniques.
- (8) KNOWLEDGE OF REFERRAL AND UTILIZATION OF SERVICES, to include:

Community services and referral processes.

Authority: Education Code Section 44225(b).

Reference: Education Code Sections 44225(a), 44226, 44227, and 42266(a).

80622.2 PROGRAMS FOR THE SERVICES CREDENTIAL WITH THE ADVANCED SPECIALIZATION IN PUPIL PERSONNEL SERVICES IN SCHOOL COUNSELING.

- (a) In addition to the skills and knowledge contained in Section 80622.1, the following specialized skills and knowledge shall be required of all persons seeking a Services Credential With the Advanced Specialization in Pupil Personnel Services in School Counseling.

(1) ACADEMIC ASSESSMENT

(A) Knowledge of:

- (i) Group testing, state-mandated and other assessment programs and techniques as they apply to academic, career, personal/social counseling.
- (ii) The individual's environment--the classroom, the school, the home, and the community.
- (iii) The cultural/ethnic composition of the school and the community.

(B) Skills, to include:

- (i) Selecting appropriate unbiased academic and other assessment instruments.
- (ii) Administering a variety of academic and other assessment instruments.
- (iii) Translating group academic and other test scores to a common reference system.
- (iv) Interpreting to pupils, teachers, administrators, parents and others the results of these assessment instruments.

(2) COUNSELING SERVICES TO INDIVIDUALS

(A) Knowledge of:

- (i) Model high school graduation requirements;
- (ii) Employment categories School curricular and extracurricular opportunities that do not require post-high school education;

- (iii) Post-high school education and training opportunities;
- (iv) Programs of financial assistance;
- (v) Admission requirements of colleges and universities, vocational schools, and other post-secondary preparation agencies;
- (vi) The world of work and the cultural value systems that pertain to the world of work;
- (vii) Educational and career choice theories and techniques.

(B) Skills, to include:

- (i) Identifying and providing information and sources of information which would include educational and career choices.
- (ii) Effective techniques for providing educational counseling to pupils and parents about academic and career decisions, including the selection of appropriate courses.

(3) PROGRAM COORDINATION AND SUPERVISION

(A) Knowledge of:

- (i) Counseling programs at the elementary, middle and high school levels, including the role of counselors as related to teachers, parents, administrators and other personnel.
- (ii) School counseling budgeting procedures and sources of funds.
- (iii) Supervision techniques appropriate for counseling programs.
- (iv) Methods of evaluating school counseling programs.

(B) Skills, to include:

- (i) Planning, implementing and evaluating school counseling programs appropriate to the individual school site or district.
- (ii) Planning a counseling program budget.

- (iii) Supervising teacher-advisors, intern counselors, peer counselors, volunteer counselors or counseling paraprofessionals.
- (iv) Conducting research to evaluate school counseling programs.

(4) CONSULTATION SERVICES TO THE SCHOOL

(A) Knowledge of:

- (i) Appropriate consultation models in working with teachers, administrators and parents regarding guidance and counseling practices and programs.
- (ii) In-service practices and programs related to advising techniques.
- (iii) Community resources.

(B) Skills, to include:

- (i) Providing consultation and in-service to teachers, administrators and parents regarding guidance and counseling practices and programs.
- (ii) Involving the community in the counseling program.
- (iii) Surveying community placement opportunities and the need for curriculum development in the schools as it relates to these needed knowledges and skills.

(5) LEGAL ASPECTS

(A) Knowledge of:

- (i) State requirements for scholastic progress and high school graduation;
- (ii) California Education Code and federal laws affecting school counseling programs.

(B) Skills, to include:

- (i) Procedures for implementing relevant laws and regulations.

(6) PROFESSIONAL ETHICS

(A) Knowledge of:

- (i) Official statements of the code of ethics related to professional counseling, including the American Association for Counseling and Development.

(B) Skills, to include:

- (i) Applying the codes of ethics to a specific counseling situation.
- (ii) Applying professional standards when using assessment instruments.

(b) Required field work shall consist of a minimum of the following:

- (1) Appropriate practice as determined by the credential preparation institution that is directly related to the individual functions and responsibilities of certificated school counselors. Such an assignment shall be a minimum of four-hundred fifty (450) clock hours under the supervision of a university/college, including a minimum of three-hundred (300) clock hours of which must be in a school setting including direct classroom contact. The school setting field work shall be under the supervision of an appropriate and experienced certificated professional approved jointly by the university/college and by the school district administration.
- (2) The field work assignment shall be provided in a minimum of two of three settings: elementary school, middle school and/or high school.
- (3) A minimum of one field work experience shall be in a cross-cultural setting where a minimum of twenty-five (25) percent of the population served is from a racial/ethnic and cultural background different from the credential candidate's background or twenty-five (25) percent of the field work experience is with pupils from a racial/ethnic and cultural background different from the credential candidate's background.

Authority: Education Code Section 44225(b).

Reference: Education Code Sections 44225(a), 44226, 44227, and 44266(a).

80622.3 PROGRAM FOR THE SERVICES CREDENTIAL WITH THE ADVANCED SPECIALIZATION IN PUPIL PERSONNEL SERVICES IN SCHOOL SOCIAL WORK.

- (a) In addition to the skills and knowledge contained in Section 80622.1, the following specialized skills and knowledge shall be required for all persons seeking a Services Credential with the Advanced Specialization in Pupil Personnel Services in School Social Work.

(1) HUMAN ASSESSMENT AS DIRECT SERVICE TO PUPILS, to include:

(A) Knowledge, including:

- (i) The effects of social environments and socially handicapping conditions on the lives of pupils and on the educational process.
- (ii) Individual development and family life as affected by poverty, culture or language, neglect or abuse, school-age parenthood, family breakdown, alienation and/or delinquency.

(B) Skills, including:

- (i) Securing participation of pupils, family, community groups, social service agencies and school personnel in the definition and comprehensive assessment of problems.
- (ii) Conducting case, group and community analyses.
- (iii) Evaluating socially-handicapping conditions in relation to pupil development and education programs.
- (iv) Making recommendations to appropriate school authorities based on formulations derived from pupil, family, school and community environments.

(2) SOCIAL INTERVENTIONS, to include:

- (A) Knowledge of social work methods and procedures appropriate to elementary and high school sites.

(B) Skills, including:

- (i) Utilizing appropriate social work methods for comprehensive assessment, planning and service-delivery.

- (ii) Interpreting pupil's development, educational status and potential to enhance parental understanding and cooperation.
 - (iii) Assisting pupil and family to utilize available school resources and community-based services.
- (3) CONSULTATION, COORDINATION AND DEVELOPMENT OF SERVICES, to include:
 - (A) Knowledge, including:
 - (i) Social systems, organization theory and behavior, especially with reference to socially and economically disadvantaged groups.
 - (ii) The Education, Welfare and Institution Code Sections pertaining to pupil welfare and attendance and to education rights and obligations.
 - (B) Skills, including:
 - (i) Utilizing group work methods to assist school staffs in self-study, self-evaluation and goal attainment.
 - (ii) Communicating clearly and effectively with pupils, families, community groups, agency and court representatives, particularly to ameliorate concerns of truancy, violence, gang and racial tensions.
 - (iii) Developing, administering and evaluating curriculum components and programs designed to meet the needs of pupils from special student populations or with special problems, particularly those from socially and economically disadvantaged groups.
 - (iv) Securing the participation of parents as partners in education, particularly in attendance improvement, prekindergarten, school-aged parent and children's center programs.
 - (v) Assisting in the resolution of differences between the school, family and the community with respect to the school's program.

(4) REFERRAL AND UTILIZATION, INVOLVEMENT AND USE OF COMMUNITY RESOURCES, to include:

- (A) Knowledge of programs relating to income-maintenance employment security, housing, health and mental health care, family planning, juvenile justice, family and child welfare and the developmentally disabled.
- (B) Skills, including:
 - (i) Establishing linkages between the school and relevant community service agencies.
 - (ii) Facilitating inter-agency arrangements and contracts for service.
 - (iii) Developing community resources to meet the needs of children and families with special problems.

(5) SOCIAL RESEARCH AND SERVICES BASED ON RESEARCH, to include:

- (A) Knowledge of social research relevant to the needs of disadvantaged or at-risk pupils.
- (B) Skills, including:
 - (i) Developing, selecting and applying research that is free of race, class or sex bias, both in design and methodology.
 - (ii) Designing and conducting studies and writing research proposals for needs assessment, program development and program evaluation.

(6) CODE OF PROFESSIONAL ETHICS, to include:

- (A) Knowledge, including:
 - (i) The Code of Ethics of the National Association of Social Workers (NASW) and of the NASW Standards for Social Work Practice in the schools.
 - (ii) The joint policy statement of NASW and the National Education Association and other related professional organizations.

(B) Skills, including:

Applying the NASW Code of Ethics to school-site situations.

(7) SUPERVISION, to include:

(A) Knowledge, including:

(i) Principles of supervision and consultation.

(ii) Consultative, teaching and supervision techniques.

(B) Skills, including:

(i) Supervising field work students, student-peers, parents and other volunteers.

(ii) Providing education, in-service training and consultation with special reference to individual pupils, families, social environments and the needs of socially disadvantaged groups.

(b) Required field work shall consist of a minimum of the following:

(1) Appropriate practice as determined by the credential preparation institution that is directly related to the individual functions and responsibilities of certificated school social workers. Such an assignment shall be a minimum of four-hundred fifty (450) clock hours under the supervision of a university/college, including a minimum of three-hundred (300) clock hours of which must be in a school setting including direct classroom contact. The school setting field work shall be under the supervision of an appropriate and experienced certificated professional approved jointly by the university/college and by the school district administration.

(2) The field work assignment shall be provided in a minimum of two of three settings: elementary school, middle school and/or high school.

(3) A minimum of one field work experience shall be in a cross-cultural setting where a minimum of twenty-five (25) percent of the population served is from a racial/ethnic and cultural background different from the

credential candidate's background or twenty-five (25) percent of the field work experience is with pupils from a racial/ethnic and cultural background different from the credential candidate's background.

Authority: Education Code Section 44225(b).
Education Code Sections 44225(a), 44226, 44227, and 44266(a).

80622.4 PROGRAM FOR THE SERVICES CREDENTIAL WITH THE ADVANCED SPECIALIZATION IN PUPIL PERSONNEL SERVICES IN SCHOOL PSYCHOLOGICAL SERVICES.

(a) In addition to the skills and knowledge contained in Section 80622.1, the following specialized skills and knowledge shall be required by all persons seeking a Services Credential with the Advanced Specialization in Pupil Personnel Services in School Psychological Services.

(1) FACILITATING INDIVIDUAL DEVELOPMENT, to include:

(A) Knowledge, including:

Advanced knowledge of human learning, human exceptionalities, cognitive, affective and biological bases of behavior, and development psychology, including those areas germane to pupils with special as well as regular educational needs.

(B) Skills, including:

Defining and clarifying children's school problems using psychological theories in working with parents and school personnel.

(2) INDIVIDUAL HUMAN ASSESSMENT, to include:

(A) Knowledge, including:

(i) Psychometric knowledge underlying the selection, administration and interpretation of educational and psychological assessment procedures.

(ii) Influence of culture, ethnicity, sex and language proficiency on children's test performance.

- (iii) Advanced assessment strategies and knowledge of individual differences necessary to evaluate pupil's: 1) functional ability level, 2) school adjustment, 3) achievement, 4) language, 5) perceptual-motor development, 6) adaptive behavior, 7) social development, and 8) emotional development.

(B) Skills, including:

- (i) Selecting, administering, scoring, interpreting, integrating with other data and reports the results of psychological and educational tests and measures to parents, professionals and others with a legitimate interest in the child.
- (ii) Conducting interviews, observations and behavioral assessments with preschool and school-aged children and young adults.
- (iii) Performing assessment studies for possible placement of pupils in special education programs.
- (iv) Performing differential diagnosis of handicapping conditions, including but not limited to, learning disabilities, mental retardations, giftedness and severe emotional disturbance.
- (v) Performing assessment procedures in conjunction with an interpreter when working with limited-English speaking pupils.

(3) INDIVIDUAL INTERVENTION, to include:

(A) Knowledge, including:

- (i) Individual development, cognitive and behavioral change from the perspective of psychological theory.
- (ii) The education of regular pupils and techniques of promoting individual development in the classroom.
- (iii) Methods and theories for the modification of individual programs and educational environments.

(iv) Education of exceptional learners including instructional and remedial techniques.

(B) Skills, including:

(i) Recommending pupil placements and individual educational plans based on individual pupil educational considerations, as well as classroom management needs, including pupils with special as well as regular educational needs.

(ii) Applying psychological methods to increase pupil school performance (methods such as life space interviewing, client-centered consultation, home school contracting, behavior management, self-instruction, reinforcement management strategies).

(iii) Supporting within the school nonschool community-based therapeutic and remedial efforts.

(iv) Responding to children's needs through psychological counseling and by creating new educational plans.

(4) EVALUATION, to include:

(A) Knowledge, including:

(i) Advanced and specialized procedures used to evaluate pupil progress in educational programs and continued eligibility in educational programs.

(ii) Statistical methods used to evaluate cognitive and behavioral change over time.

(B) Skills, including:

Evaluating the effectiveness of earlier decisions by school authorities and parents regarding elements of the pupil's educational programs.

(5) CONSULTATION, to include:

(A) Knowledge, including:

(i) School psychologists' role in the staff development of teachers and others including the parents of children with special as well as regular educational needs.

- (ii) Theories of institution and organizational change from a psychological perspective.
- (iii) Consultation with school personnel on a variety of psychological principles relating to class-room climate, instructional programs, individual needs of particular children and youth, particularly with references to pupils' special needs.

(B) Skills, including:

- (i) Using consultation techniques with school personnel a variety of psychological principals relating to classroom climate, instructional programs, individual needs of particular children and youth, as well as evaluate the effects of consultative interactions.
- (ii) Planning, conducting and evaluating in-service training programs for school personnel, including programs for teachers of pupils with special as well as regular educational needs.
- (iii) Functioning as a professional school psychologist on an interdisciplinary team involved in evaluation/assessment/diagnostic service delivery.
- (iv) Planning group educational experiences for pupils aimed at improving social and emotional development and functioning.
- (v) Planning, conducting and evaluating parent education programs, especially programs in child-rearing and discipline.

(6) GROUP ASSESSMENT, to include:

(A) Knowledge, including:

- (i) Screening and preassessment procedures.
- (ii) Advanced and specialized knowledge of group tests and measures.
- (iii) Procedures to evaluate the social system's needs.

(B) Skills, including:

- (i) Developing, carrying out screening and identification programs for children and young adults for special school programs.
- (ii) Developing, conducting and coordinating districtwide or schoolwide group assessment programs.

(7) PROGRAM EVALUATION, to include:

(A) Knowledge, including:

Advanced and specialized program evaluation theories and techniques.

(B) Skills, including:

- (i) Applying designs and methods to evaluate educational programs designed to meet pupil's special as well as regular educational needs.
- (ii) Applying designs and methods to evaluate educational programs designed to meet the needs of pupils or educators.

(8) LEGAL ASPECTS, to include:

(A) Knowledge, including:

- (i) California Education Code and federal legislation, related to special education funding and program requirements.
- (ii) Advanced and specific knowledge of case law, related to programs of regular and special education and parents' and childrens' rights.

(B) Skills, including:

Evaluating school district procedures to assure compliance with State Education Code, federal regulations and case law related to regular and special education programs.

(9) COMMUNITY RESOURCES, to include:

(A) Knowledge, including:

- (i) Community agencies and resources available to help children, particularly those children with exceptional needs.
- (ii) Making referrals for assistance to nonschool personnel.

(B) Skills, including:

- (i) Acting as liaison to community agencies providing services to pupils, particularly pupils with exceptional needs.
- (ii) Identifying within the schools those pupils who need referral to medical, psychiatric or other health care providers and make such referrals.

(10) RESEARCH, to include:

(A) Knowledge, including:

Research method and designs, particularly those used to study pupils with special as well as regular educational needs and to discover ways to prevent school failure.

(B) Skills, including:

- (i) Collecting, organizing and providing information to school personnel and parents from psychological research findings.
- (ii) Conceptualizing, designing, implementing and sharing the results of school related research.

(11) PROFESSIONAL ETHICS, to include:

(A) Knowledge, including:

- (i) Official statements of the Code of Ethics of the American Psychological Association, the National Association of School Psychologists and the California Association of School Psychologist.

- (ii) The principles of professional organizations for delivery of school psychological services.

(B) Skills, including:

- (i) Applying ethical principles in the practice of school psychology.
- (ii) Interpreting and applying professional standards of psychological service delivery.
- (iii) Performing self-assessment to identify personal needs for continuing education in school psychology.

(12) SUPERVISION, to include:

(A) Knowledge, including:

- (i) Principles of supervision.
- (ii) Appropriate patterns of supervision, supervisor-staff relations, scheduling patterns, and the models for supervisory relationships in a service delivery system.

(B) Skills, including:

Supervising psychological examiners, paraprofessionals and others providing school psychological services who are not fully credentialed school psychologists.

- (b) Required field work shall be completed after satisfaction of Section 80622.4 (a)(1), (2), (8) and (11) and shall consist of a minimum of the following:

- (1) Appropriate practice as determined by the credential preparation institution that is directly related to the functions and responsibilities of certificated school psychologists. Such an assignment shall be a minimum of five-hundred-forty (540) clock hours under the supervision of a university/college, including a minimum of three-hundred-eighty (380) clock hours of which must be in a school setting, including direct classroom contact. The school setting field work shall be under the supervision of an experienced certificated professional approved jointly by the university/college and the school district administration.

- (2) The field work assignment shall be provided in a minimum of two of three settings: elementary school, middle school and/or high school.
- (3) A minimum of one field work experience shall be in a cross-cultural setting where a minimum of twenty-five (25) percent of the population served is from a racial/ethnic and cultural background different from the credential candidate's background or twenty-five (25) percent of the field work experience is with pupils from a racial/ethnic and cultural background different from the credential candidate's background.

Authority: Education Code Section 44225(b).

Reference: Education Code Section 44225(a), 44226, 44227, and 44266(a).

80622.5 SERVICES CREDENTIAL WITH THE ADVANCED SPECIALIZATION IN PUPIL PERSONNEL SERVICES IN SCHOOL CHILD WELFARE AND ATTENDANCE SERVICES.

- (a) In addition to the knowledge and skill contained in Section 80622.1 and one of the specializations contained in Section 80622.2, 80622.3, or 80622.4, the following specialized knowledge and skills shall be required for persons seeking the additional Specialization in Pupil Personnel Services in School Child Welfare and Attendance.

- (1) ATTENDANCE LAWS AND THE RIGHTS OF MINORS, to include:

- (A) Knowledge, including:

- (i) State Code requirements governing school attendance.
 - (ii) Child labor laws, both federal and state.
 - (iii) State Code provisions pertaining to juvenile delinquency.
 - (iv) State code provisions for tutoring and private school attendance in lieu of regular school attendance.

- (B) Skills, including:

- (i) Conducting assessment of student attendance.
 - (ii) Interpreting attendance laws to students.

(iii) Intervening at appropriate times for solving attendance problems of students.

(b) Required field work in addition to field work required in Sections 80622.2(b), 80622.3(b) or 80622.4(b) that shall consist of a minimum of the following:

(1) Appropriate practice as determined by the credential preparation institution that is directly related to the individual function and responsibilities of certificated school child welfare and attendance supervisors as specified in subsection (a) of this section. Such an assignment shall be a minimum of ninety (90) clock hours under the supervision of a university/college. The school setting field work shall be under the supervision of an experienced certificated professional approved jointly by the university/college and by the school district administration. Credit may be granted toward the required ninety (90) clock hours for relevant field work completely previously as part of an approved program.

Authority: Education Code Section 44225(b).

Reference: Education Code Sections 44225(a), 44226, 44227, and 44266(a).

COMMISSION ON TEACHER CREDENTIALING

1812 9th Street
Sacramento, Ca 94244-2700



OFFICE OF THE EXECUTIVE SECRETARY

Section(s) 80622, 80622.1, 80622.2,
80622.3, 80622.4, 90622.5

RESPONSE TO ATTACHED TITLE 5 REGULATIONS

So that the Commission on Teacher Credentialing can more clearly estimate the general field response to the attached Title 5 Regulations which are coming up for Public Hearing, please return this response to the Commission Office at the above address by May 15, 1987 in order that the material can be presented at the June 5, 1987 Commission meeting.

1. ☐ Yes, I agree with the proposed Title 5 Regulations. Please count me in favor of these regulations.
2. ☐ No, I do not agree with the proposed Title 5 Regulations for the following reasons: (If additional space is needed, use the reverse side of this sheet.)
3. ☐ Personal opinion of the undersigned only.
☐ Organizational opinion. (Please specify) _____
4. ☐ I shall be at the Public Hearing, place my name on the list for making a presentation to the Commission.
☐ No, I will not make a presentation to the Commission at the Public Hearing.

(Print or type name) Date _____

Title _____

Representing: _____
(Circle One: School District, College, University, Professional Organization, Private Citizen, Other)

CTPL 5/83